

# DOCUMENT RESUME

ED 101 149

95

CE 002 902

**AUTHOR** Davis, Samuel, Jr.  
**TITLE** Evaluation of the Urban Adult Education Institute.  
**INSTITUTION** Detroit Public Schools, Mich. Dept. of Research and Development.  
**SPONS AGENCY** Michigan State Board of Education, Lansing.; Office of Education (DHEW), Washington, D.C.  
**PUB DATE** Feb 72  
**NOTE** 36p.  
  
**EDRS PRICE** MF-\$0.76 HC-\$1.95 PLUS POSTAGE  
**DESCRIPTORS** \*Adult Basic Education; Adult Education Programs; Community Involvement; Data Analysis; Job Training; Participant Characteristics; \*Participant Satisfaction; Program Effectiveness; \*Program Evaluation; Questionnaires; \*Student Reaction; Tables (Data)

## ABSTRACT

The Urban Adult Education Institute (UAEI) directed activities in five major areas: professional and continuing education, adult basic education, systems analysis, employment, and community involvement. Because of a time lapse between activities and evaluation, professional and continuing education objectives and systems analysis objectives could not be effectively judged. The evaluation focused primarily on student outcomes and based its data analysis on 62 student questionnaires. The document offers a detailed analysis of the responses related to: (1) demographic information; (2) reasons for attending UAEI; (3) education, skill, and employment levels on entering the institute; (4) organization membership; (5) voter registration; (6) social involvement; (7) the effectiveness of the institute's job training; and (8) student views of activities, facilities, and outcomes at the institute. It was concluded that, in the area of adult basic education, the program was moderately successful. Mathematics, consumer education, home and family living, and social studies were considered useful areas of study. Staff effectiveness, facilities, and course content all scored high ratings. Reviewing responses related to the institute's effectiveness in job training and retraining, results indicated moderate success. Responses also indicated that participants were active in social, political, and community affairs. (MW)

57005

EVALUATION OF THE URBAN ADULT EDUCATION INSTITUTE

Funded Under  
The Michigan State Board of Education  
and  
The United States Office of Education

July 1967 - March 1970



Samuel Davis, Jr., Project Evaluator  
Research and Development Department  
Program Evaluation Section  
Detroit Public Schools  
February 1972

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY.

BEST COPY  
AVAILABLE

ED101149

ED101149

002902

C2002902

EVALUATION OF THE URBAN ADULT EDUCATION INSTITUTE

Background

Establishment

The Urban Adult Education Institute (UAEI) was established in the fall of 1967. The project was funded by the Michigan State Board of Education with supplemental funding by the United States Office of Education (USOE). The Detroit Board of Education became the administrative agent.

Administrative Structure

UAEI was administered by an Executive Committee with representatives from the Detroit Board of Education, the State Department of Education, and Wayne State University. A project director and an associate project director were also selected at this time.

Facilities

UAEI is housed in a three-story building at 8721 John C. Lodge in the Herman Kiefer Hospital complex. The building, like others in that area, was constructed and used for hospital wards, clinics, and nurses' housing. At the outset, UAEI had the entire building at its disposal. Later, however, it shared the building with the Guidance, Safety, and Driver Education Departments of the Detroit Board of Education.

Program of Activities

UAEI proposed to direct its energies and resources in five major areas:

1. Professional and Continuing Education
2. Adult Basic Education
3. Systems Analysis
4. Employment
5. Community Involvement

## BEST COPY AVAILABLE

The major goal of UAEI was: to identify ways to broaden and increase educational and employment opportunities for uneducated adults through multimedia approaches, using the latest in educational technology including programmed instruction, computer-assisted instruction, educational television and other forms of self-directed learning experiences.

### Focal Points of Program Activities

#### Professional and Continuing Education

The Professional and Continuing Education phase of UAEI was to be directed at the staff. The aim was to develop special training programs for administrators and instructors that would recognize, solve and prevent problems in adult education. There was also to be an examination of specific professional problems relating to instructional programming, career growth, curriculum development and a broadening of professional understanding of adult education. The facilities of Wayne State University (WSU) and other local learning institutions were to be utilized to develop and maintain the administrative and professional skills needed.

#### UAEI Staff Make-Up

Below the director and assistant director, the staff of UAEI was essentially paraprofessional. Aside from the original director and assistant director there were no other certified faculty members, and there was only one other faculty member with a degree. The following is a breakdown of the UAEI staff and a definition of their roles.

#### Adult Education Specialist (AES)

The AES was responsible for the bulk of the classroom instruction at UAEI. The designation is somewhat a misnomer since the designees are more "generalist" than "specialist." The designation of AES was unique to UAEI

as no other instructional staff under the aegis of the Detroit Board of Education used the title.

Most of the AES's taught basic education classes and GED preparation. Of the eleven AES's eight were teaching basic education classes and GED preparation; one was in the testing department, one coordinated TV High School and related activities, and one taught basic mathematics, home repairs and did job development follow-up.

#### Neighborhood Advocate (NA)

The Neighborhood Advocate (NA) closely paralleled the Aides and School Community Assistants of the Great Cities Project. While this was generally true, the NA's in addition combined the work of an aide and that of community liaison. Some NA's also instructed either part-time or full-time. The work assignments of the NA's during this investigation were as follows: Two of the NA's were assigned full teaching schedules, and the remaining six worked in the areas of teacher assistance, student interviewing, registration and as receptionists.

#### Neighborhood Liaison Specialist (NLS)

The NLS was envisioned as the consummate of both the AES and the NA. There were to be three levels ranging from level I and Level II with Level III being ultimate. There were never more than two NLS's. One (Ruth Watson acted as interim director) reached Level II, and one other (Level I) left the project.

#### Adult Basic Education

A prime commitment of UACI was to the area of Adult Basic Education (ABE). Every student who enrolled at UACI, no matter what his personal interests, had to couple those interests with ABE courses. Basic education

courses were essentially the academic offerings of the Institute: English, mathematics, social studies, and science.

Having as one major objective the involvement of a maximum number of uneducated and undereducated adults, UAEI geared its program to the anticipated variety of basic educational needs of its potential consumers. Coming by referral, or by volunteering, the UAEI student body was representative of the gamut of differences. Of those who have enrolled in UAEI, no less than 50 percent tested between grades 4 and 7, and around 30 percent tested between 0 and 4. The test results indicated that approximately 80 percent of UAEI efforts must reflect concentration in the area of basic elementary education.

#### Systems Analysis

The Systems Analysis phase of UAEI was to be a program of systematizing and organizing research materials in order to provide consistent interpretation of data and assure validity and reliability in predictions and generalizations. To meet UAEI needs in the areas of evaluating behavioral changes, and organization of learning experiences, Systems Analysis hoped to work in the areas of instrumentation for institutional programming, career growth, professional evaluation, unique instrumentation identification and creation. Systems Analysis was then to provide guidelines and instrumentation for planning, developing and evaluating pilot programs created by UAEI.

#### Employment

UAEI's objective in the area of employment was to test a variety of programs of permanent employment for the undereducated adult. UAEI also indicated that it would identify organizations that were involved in cooperative programs aimed at job training, job upgrading and job retraining. UAEI proposed to identify, in the community, existing manpower resources and develop training programs relating to the job needs.



UAEI envisioned itself as a center for the development and testing of a variety of programs and approaches to encourage the effective involvement of adults at all levels in local community, city, state and national affairs. As a part of the UAEI commitment its facilities and programs would be geared to the needs of the community. Programs geared to the community would hopefully develop "interest, awareness, a feeling of personal worth and a sense of community involvement" leading to "joint community and school action programs."

#### Evaluation Plan

There are two factors that bear heavily on the evaluation of the UAEI for the period from July 1967-March 1970. These are the time lapse between the project's initiation and the evaluation effort, and the five equally important initial aims of the project, namely: (1) Professional and Continuing Education, (2) Adult Basic Education, (3) Systems Analysis, (4) Employment, and (5) Community Involvement. The time lapse is a factor in the evaluation because many of the original people are no longer associated with the project, and much of the original thinking associated with the project is no longer available. In addition, the people involved in the project, both as students and faculty, are not accessible because their whereabouts are unknown. The aims of the project are, of course, a major factor in the evaluation because the project's attainment of its stated goals is what the evaluation is about.

Although at the project's inception and throughout its early history the five aims were of equal importance, this evaluation will concentrate on student outcomes only. Therefore, the primary focus will be directed toward objectives of the proposal which are essentially objectives 2, 4 and 5 above. While it is undoubtedly true that objectives 1 and 3 above may have had an important effect

on student outcomes, the former was directed at staff personnel and the latter was to be the device by which the entire range of activities and outcomes were measured through constant monitoring of the Institute's programs. Neither of the two objectives (1-3) will be ignored in this evaluation. They are however, not the focal points of the appraisal.

Aside from any necessary statistical analysis that may be presented in this report, the primary source of data is questionnaire responses of students who attended UAEI between July 1967 and March 1970. Lesser sources of data came from interviews and observations at the Institute.

#### Questionnaire Distribution and Procedure

The questionnaire was formulated for UAEI students with the specific student behavioral objects of the project as a guide. It was offered to and scrutinized by members of the Research and Development Department as well as by a representative of the Special Projects office, and the current director of UAEI.

Through consultation it was decided that a sample of between five and ten percent of the student population attending UAEI from July 1967 through March 1970 would be adequate. It was agreed also that since the enrollment figures for the period being evaluated approached 5,000, a five percent sample would be adequate. However, as the mailing list was being developed it became apparent that some of the areas from which UAEI students most often came were areas in the process of some kind of change that could mean rather high transiency. Thus, a sample of 406 enrollees (about eight percent) made up the initial mailing list.

#### Questionnaire Returns

In late June 1971, the questionnaires were mailed to the former UAEI enrollees whose names were on the mailing list. By July 6, 1971, fifty



questionnaires (12 percent) had been completed and returned. Eighty-three (20 percent) had returned as not deliverable. Therefore, no response was received from 68 percent of the mailing list.

Inadvertently, the original mailing list was destroyed. A second and expanded list was devised and sent out. The new mailing list netted 12 more completed questionnaires while another dozen was not deliverable for a variety of reasons. Chief among the reasons was the fact that students moved without leaving a forwarding address.

It was decided that efforts to get a larger sample would be futile without an extended delay. Thus, it was concluded that the report would be based on the 62 returned and completed questionnaires.

### Questionnaire Responses

#### Demographic Information

The first eight questions on the questionnaire dealt with the backgrounds of the UAEL students. The city in which the respondents resided, along with their sex, race, citizenship, marital status and age were considered.

Table I

#### DEMOGRAPHIC DATA RELATING TO UAEL STUDENTS

| Race   | City          |               | Sex           |               | Citizenship   |             |               |             |
|--------|---------------|---------------|---------------|---------------|---------------|-------------|---------------|-------------|
|        | Detroit       | Highland Park | Male          | Female        | American      |             | Native Born   | Naturalized |
|        |               |               |               |               | Yes           | No          |               |             |
| Black  | 43            | 3             | 10            | 36            | 42            | 4           | 42            | --          |
| White  | 15            | --            | 5             | 10            | 13            | 2           | 13            | --          |
| Other  | 1             | --            | 1             | --            | 1             | --          | --            | 1           |
| Totals | 59<br>(95.2%) | 3<br>(4.8%)   | 16<br>(25.8%) | 46<br>(74.2%) | 56<br>(90.3%) | 6<br>(9.7%) | 55<br>(88.7%) | 1<br>(1.6%) |

Table II

BEST COPY AVAILABLE

## Distribution by Ages of UAEI Respondents

| Race    | Age   |       |       |       |       |         |
|---------|-------|-------|-------|-------|-------|---------|
|         | 17-20 | 21-25 | 26-30 | 31-40 | 41-50 | Over 50 |
| Black   | 6     | 8     | 5     | 15    | 9     | 3       |
| White   | 3     | 2     | 3     | 3     | 4     | -       |
| Other   | -     | -     | 1     | -     | -     | -       |
| Total   | 9     | 10    | 9     | 18    | 13    | 3       |
| Percent | 14.5  | 16.1  | 14.5  | 29.0  | 21.1  | 4.8     |

Table III

## Marital Status of UAEI Respondents

| Race    | Marital Status |         |          |           |           |
|---------|----------------|---------|----------|-----------|-----------|
|         | Single         | Married | Divorced | Separated | Widow(ed) |
| Black   | 4              | 17      | 5        | 6         | 4         |
| White   | 6              | 14      | 2        | 1         | 2         |
| Other   | -              | 1       | -        | -         | -         |
| Total   | 10             | 32      | 7        | 7         | 6         |
| Percent | 16.1           | 51.6    | 11.3     | 11.3      | 9.7       |

Approximately eight of the questions on the questionnaire related to information about enrollment into UAEI, reasons for attending, and other information pertinent to activities at UAEI.

Table IV

BEST COPY AVAILABLE

## Source Of Information About UAEI

| Sources           | Number | Percent |
|-------------------|--------|---------|
| Newspaper         | 1      | 1.7     |
| Radio or TV       | 2      | 3.3     |
| Social Agency     | 31     | 51.7    |
| A Friend          | 16     | 26.7    |
| A Student at UAEI | 6      | 9.8     |
| Other             | 8      | 13.1    |

The total percent exceeds 100 in the foregoing table because in some instances there were dual responses. By far, the 62 respondents indicated that social agencies provided direction to UAEI. The major portion of the remaining group learned of UAEI through friends, (September 1967 to March 1970).

Table V

## Enrollment Of UAEI By Year

| Year | Number | Percent |
|------|--------|---------|
| 1967 | 11     | 18.3    |
| 1968 | 15     | 25.0    |
| 1969 | 18     | 30.0    |
| 1970 | 16     | 26.7    |

Responding to reasons for attending UAEI, the following responses were indicated:

Table VI  
Reasons for Attending UAEI

| Reasons                                 | Number | Percent |
|---|--------|---------|
| Basic Education                         | 2      | 3.2     |
| Wanted to Improve                       | 12     | 19.4    |
| Wanted to Finish High School            | 30     | 48.4    |
| Recommended by Social Worker            | 8      | 12.9    |
| Needed More Education to Advance in Job | 6      | 9.7     |
| Needed More Education to Get Job        | 10     | 16.1    |
| To Take GED Test                        | 27     | 43.5    |
| Others                                  | 11     | 17.7    |

Most respondents gave two or more reasons for attending UAEI which accounts for the percents totaling more than 100 percent. Table VI indicates that the principal reasons for attending UAEI were to get a high school diploma.

Most students appear to have spent more than one day per week and more than one hour per day at UAEI.

Table VII

BEST COPY AVAILABLE

## Number Of Days Per Week At UAET

| Number of Days | Number of Students | Percent |
|----------------|--------------------|---------|
| 1              | 2                  | 3.4     |
| 2              | 14                 | 24.1    |
| 3              | 8                  | 13.8    |
| 4              | 30                 | 51.7    |
| 5              | 4                  | 6.9     |

Table VIII

## Number Of Class Hours Per Day

| Number of Hours | Number of Students | Percent |
|-----------------|--------------------|---------|
| 1               | 3                  | 5.3     |
| 2               | 17                 | 29.8    |
| 3               | 19                 | 33.3    |
| 4               | 13                 | 22.8    |
| 5               | 1                  | 1.8     |
| 6               | 4                  | 7.0     |

Table IX

Days Most Often At UAEI

BEST COPY AVAILABLE

| Days           | Number of<br>Times | Percent |
|----------------|--------------------|---------|
| Monday         | 2                  | 4.3     |
| Tuesday        | 3                  | 6.5     |
| Thursday       | 5                  | 10.9    |
| Mon. & Thurs.  | 19                 | 41.3    |
| Mon. & Wed.    | 15                 | 32.6    |
| Tues. & Thurs. | 2                  | 4.3     |

The fifth day, Friday, at UAEI was reserved for teacher workshops, training and special tutoring. Those indicating attendance a fifth day in the week were there for special and individualized attention.

The pace in days and hours suggested by the above encompassed the time span suggested by Table X.

Table X

Total Length Of Time Spent At UAEI

| Time               | Number | Percent |
|--------------------|--------|---------|
| Less than One Year | 43     | 76.8    |
| One to Two Years   | 5      | 8.9     |
| Two to Three Years | 8      | 14.3    |



A third section of the questionnaire dealt with educational and other skill levels upon entry into UAET. Table XI shows that the students entering UAET varied markedly in the years of schooling they had completed.

Table XI

## Highest Grade Completed Before Enrolling At UAET

| Highest Grade Completed | Number | Percent |
|-------------------------|--------|---------|
| Less than Fourth        | 4      | 6.8     |
| Fourth to Eighth        | 18     | 30.5    |
| One Year High School    | 8      | 13.6    |
| Two Years High School   | 14     | 23.7    |
| Three Years High School | 15     | 25.4    |

In addition to the limited educational backgrounds, there were equally low levels of special skill training among UAET enrollees. The respondents, having some special skill as well as the level of skill, may be found in the following Table:

Table XII

## Special Training And Level Of Training

| Number with Special Skills |         | Kind of Special Training |         |         |
|----------------------------|---------|--------------------------|---------|---------|
| Yes                        | No      | Semi-Skilled Unskilled   |         |         |
| 13                         | 38      | 6                        | 6       | 7       |
| (25.5%)                    | (74.5%) | (31.6%)                  | (31.6%) | (36.8%) |

Most of the respondents who enrolled at UAEI during the period here evaluated had been employed and were employed when they enrolled at UAEI.

Table XIII

Employment Prior To and Upon Enrollment at UAEI

| Employment Prior to Enrollment |           | Employment when Enrolled at UAEI |              |
|--------------------------------|-----------|----------------------------------|--------------|
| Full Time                      | Part Time | Employed                         | Not Employed |
| 52                             | 6         | 33                               | 29           |
| (89.7%)                        | (10.3%)   | (53.2%)                          | (46.8%)      |

The level and variety of jobs among the respondents are apparent in the succeeding table:

Table XIV

Job By Skill Level

| Skilled | Semi-Skilled | Unskilled | Domestic | Other   |
|---------|--------------|-----------|----------|---------|
| 1       | 8            | 25        | 3        | 2       |
| ( 2.6%) | (20.9%)      | (64.1%)   | ( 7.7%)  | ( 5.1%) |

A fourth area of consideration on the UAEI questionnaire was organization membership.

Table XV

Organization Membership Of Responding UAEI Students

| PTA     | Block Club | Lodge   | Church  | Booster Club | None    | Other  |
|---------|------------|---------|---------|--------------|---------|--------|
| 12      | 10         | 8       | 32      | 1            | 16      | 5      |
| (24.0%) | (16.9%)    | (13.3%) | (54.2%) | ( 1.7%)      | (26.7%) | (8.5%) |
| (N=50)  | (N=59)     | (N=60)  | (N=59)  | (N=59)       | (N=60)  | (N=60) |

Of the 50 respondents, to the question regarding PTA, only 12 answered affirmatively. Six held PTA membership less than four years and six held PTA membership more than four years.

Table XVI

## Number Of Years Of Organization Membership

| Organization | Years         |               |             |             |                       |
|--------------|---------------|---------------|-------------|-------------|-----------------------|
|              | 1-3           | 4-6           | 7-9         | 10-12       | More than<br>12 Years |
| Block Club   | 18<br>(62.1%) | 5<br>(17.2%)  |             |             | 6<br>(20.7%)          |
| Lodge        | 3<br>(11.5%)  | 18<br>(69.2%) | 2<br>(7.7%) |             | 3<br>(11.5%)          |
| Church       | 2<br>(7.4%)   | 13<br>(66.7%) | 1<br>(3.7%) | 2<br>(7.4%) | 4<br>(14.8%)          |
| Booster Club | 1<br>(5.3%)   |               |             |             |                       |
| Other        | 2<br>(10.0%)  | 17<br>(85.0%) |             |             | 1<br>(5.0%)           |

Around one fourth of the 42 respondents indicated that they held office during their organizational membership tenure. In response to a question asking if they had held office in organizations they belonged to 10 (23.8%) indicated that they had held office. However, in response to a question relating to the kind of office held, 14 responded. Two (14.3%) indicated president, 8 (57.1%) indicated vice president, 2 (14.3%) indicated secretary, and 2 (14.3%) indicated other. A full 50 percent of the 10 respondents held office during 1967-68, while 10 percent held office during 1968-69, and the remaining 40 percent during 1969-70.

On the question of voting, 54 responded. Table XVII indicates the frequency of voter registration and the longevity of the voting record.

Table XVII

## Voter Registration And Lengths Of Registration

| Registered |           | Years of Voting |                    |
|------------|-----------|-----------------|--------------------|
| <u>Yes</u> | <u>No</u> | <u>1 to 5</u>   | <u>More than 5</u> |
| 39         | 15        | 15              | 39                 |
| (72.2%)    | (27.8%)   | (27.8%)         | (72.2%)            |

Another area of inquiry on the questionnaire was the level of UAEI student involvement. The question was: "How often do you participate in organized social activities, (social, political or community activities--including civil rights, home and neighborhood improvement, etc.)? The frequency of involvement is indicated in Table XVIII.

Table XVIII

Frequency Of Involvement In Social, Political  
And Community Activities By Race

| Race  | Very Often | Often | Sometimes | Rarely | Never | Row Totals    |
|-------|------------|-------|-----------|--------|-------|---------------|
| Black | 4          | 5     | 10        | 13     | 8     | 40<br>(74.1%) |
| White | 1          | 1     | 4         | 3      | 4     | 13<br>(24.1%) |
| Other | 0          | 0     | 0         | 0      | 1     | 1<br>(1.8%)   |

Of those responding to the follow-up question relating to the kind of activity they were most involved in, the responses were: social activities 14 (35.9%), political activities 6 (15.4%), and community action programs 19 (48.7%).

Also related to the involvement of UAEI students in various kinds of activities were the leadership roles of the active ones. Of those responding to the question relating to offices held in social, political and community action organizations, only 9 (22.0%) of the 41 responding to the question indicated that they held an office. The offices held were that of: President, Vice president, Secretary, Treasurer, Business manager, Chairman and Delegate. Several of the nine respondents held more than one office.

Further inquiry on the UAEI questionnaire alluded to training for and job opportunities at UAEI. Only 19 (33.3%) of 57 respondents indicated some awareness of job opportunities as a result of training or contacts at UAEI. The leads to job opportunities came in a variety of Institute related sources as Table XIX illustrates.

Table XIX  
Sources Of Job Leads At UAEI

| Sources         | Number<br>of Leads | Percent |
|-----------------|--------------------|---------|
| Teachers        | 8                  | 36.4    |
| Counselors      | 5                  | 22.7    |
| Administrators  | 1                  | 4.6     |
| Fellow students | 3                  | 13.6    |
| Others          | 5                  | 22.7    |
| Total           | 22                 | 100.0   |

# BEST COPY AVAILABLE

Related to the inquiry about job leads the questionnaire also focused on student views concerning the Institute's level of job training, the effects of such training on job upgrading or job retraining. The following three Tables show student responses:

Table XX

## How Much UAEI Activities Considered Job Training

| Race          | Very Much | Much      | Some      | Little     | None       | Row Totals  |
|---------------|-----------|-----------|-----------|------------|------------|-------------|
| Black         | 6         | 6         | 5         | 7          | 17         | 41 (73.2%)  |
| White         | 3         | 1         | 2         | 4          | 4          | 14 (25.0%)  |
| Other         | 0         | 0         | 0         | 0          | 1          | 1 ( 1.8%)   |
| Column Totals | 9 (16.1%) | 7 (12.5%) | 7 (12.5%) | 11 (19.6%) | 22 (39.3%) | 56 (100.0%) |

Table XXI

## Effect of UAEI Activities on Job Upgrading

| Race          | Much Effect | Some Effect | Little Effect | No Effect  | Row Totals  |
|---------------|-------------|-------------|---------------|------------|-------------|
| Black         | 7           | 7           | 4             | 12         | 30 (78.9%)  |
| White         | 3           | 1           | 1             | 2          | 7 (18.4%)   |
| Other         | 0           | 0           | 0             | 1          | 1 ( 2.6%)   |
| Column Totals | 10 (26.3%)  | 8 (21.1%)   | 5 (13.2%)     | 15 (39.5%) | 38 (100.0%) |



Table XXII

BEST COPY AVAILABLE

## Job Retraining Opportunities Resulting From UAEI Experiences

|               | Opportunities |         |         |         | Row Totals    |
|---------------|---------------|---------|---------|---------|---------------|
|               | Many          | Some    | Few     | No      |               |
| Black         | 10            | 11      | 3       | 13      | 37<br>(74.0%) |
| White         | 5             | 1       | 2       | 5       | 13<br>(26.0%) |
| Column Totals | 15            | 12      | 5       | 18      | 50            |
| Percent       | (30.0%)       | (24.0%) | (10.0%) | (36.0%) | (100.0%)      |

Each of the above Tables was also considered in terms of race.

The concluding part of the UAEI questionnaire focused on student views of activities, facilities, and outcomes at the Institute. The first point of focus was the reading levels of students when they enrolled at UAEI. The following Table depicts reading levels by racial groups as well as by grade levels.

Table XXIII

## Reading Levels Upon Entrance To UAEI

| Race    | Grades  |         |         | Don't Know | Row Totals    |
|---------|---------|---------|---------|------------|---------------|
|         | 1-4     | 5-8     | 9-12    |            |               |
| Black   | 2       | 3       | 19      | 19         | 43<br>(74.1%) |
| White   | -       | 5       | 7       | 2          | 14<br>(24.1%) |
| Other   | -       | -       | -       | 1          | 1<br>( 1.7%)  |
| Totals  | 2       | 8       | 26      | 22         | 58            |
| Percent | ( 3.4%) | (13.8%) | (44.8%) | (37.9%)    | (99.9%)       |

Table XXIV

Most Useful Areas Rated One - Seven

BEST COPY AVAILABLE

| Experience Areas       | N  | First         | Second        | Third        | Fourth       | Fifth        | Sixth        | Seventh     |
|------------------------|----|---------------|---------------|--------------|--------------|--------------|--------------|-------------|
| Job Skills             | 20 | 6<br>(30.0%)  | 8<br>(40.0%)  | 5<br>(25.0%) | -            | -            | 1<br>(5.0%)  | -           |
| Citizenship Activities | 17 | 3<br>(17.6%)  | 9<br>(52.9%)  | 2<br>(11.8%) | 3<br>(17.6%) | -            | -            | -           |
| Consumer Education     | 20 | 8<br>(40.0%)  | 9<br>(45.0%)  | 1<br>(5.0%)  | -            | 2<br>(10.0%) | -            | -           |
| Mathematics            | 26 | 13<br>(50.0%) | 10<br>(38.5%) | 2<br>(7.7%)  | 1<br>(3.8%)  | -            | -            | -           |
| Social Studies         | 19 | 3<br>(15.8%)  | 11<br>(57.8%) | 1<br>(5.3%)  | 2<br>(10.5%) | 1<br>(5.3%)  | 1<br>(5.3%)  | -           |
| Home and Family Living | 14 | 4<br>(28.6%)  | 5<br>(35.7%)  | -            | 2<br>(14.3%) | 1<br>(7.1%)  | 2<br>(14.3%) | -           |
| Other                  | 13 | 5<br>(38.5%)  | 7<br>(53.8%)  | -            | -            | -            | -            | 1<br>(7.7%) |

The above Table shows the results when the students were asked to rate the experiences that were most important to them.

Student views of facility suitability was also solicited. Their responses were:

Table XXV

## Student Views Of Facility Suitability (N=59)

| Race          | Most Suitable | Suitable | Somewhat Suitable | Not Very Suitable | Not Suitable | No Opinion | Row Totals    |
|---------------|---------------|----------|-------------------|-------------------|--------------|------------|---------------|
| Black         | 12            | 14       | 7                 | 2                 | 2            | 6          | 43<br>(72.9%) |
| White         | 0             | 8        | 1                 | 1                 | 1            | 4          | 15<br>(25.4%) |
| Other         | -             | -        | -                 | -                 | -            | 1          | 1<br>(1.7%)   |
| Column Totals | 12            | 22       | 8                 | 3                 | 3            | 11         | 59            |
| Percent       | (20.3%)       | (37.3%)  | (13.6%)           | (5.1%)            | (5.1%)       | (18.6%)    | (100.0%)      |

Further information regarding facilities was also sought in the form of student views about students driving to, and eating at, the UAEI facility.

Table XXVI

## Frequencies For Students Who Drive To And Eat At UAEI

| Activity           | Often         | Sometimes   | Rarely       | Never         |
|--------------------|---------------|-------------|--------------|---------------|
| Drive to<br>(N=58) | 19<br>(32.7%) | 4<br>(6.9%) | 3<br>(5.2%)  | 32<br>(55.2%) |
| Eat at<br>(N=58)   | 10<br>(17.2%) | 4<br>(6.9%) | 6<br>(10.4%) | 38<br>(65.5%) |

To a question relating to levels of improvement in communication skills (writing and speaking), 17 (30.4%) indicated "Much improvement," 18 (32.1%) indicated "Somewhat improvement," 15 (26.8%) indicated "Little improvement," and 6 (10.7%) indicated "No improvement." There were 56 respondents.

Students were asked to check the various areas of which UAEI made them aware. The replies were as follows: (These were also indicated by race.)

Table XXVII

## Areas Students Became Aware Of At UAEI

|          | Job<br>Skills | Citizenship<br>Activities | Consumer<br>Education | Math    | Social<br>Studies | Home and<br>Family | Other   |
|----------|---------------|---------------------------|-----------------------|---------|-------------------|--------------------|---------|
| Race     | (N=52)        | (N=51)                    | (N=51)                | (N=51)  | (N=52)            | (N=51)             | (N=51)  |
| Black    | 4             | 3                         | 11                    | 26      | 16                | 5                  | 5       |
| White    | 5             | 2                         | 5                     | 5       | 4                 | 1                  | 2       |
| Other    | -             | -                         | 1                     | 1       | 1                 | -                  | 1       |
| Totals   | 9             | 5                         | 17                    | 32      | 21                | 6                  | 8       |
| Percents | (17.3%)       | ( 9.8%)                   | (33.3%)               | (62.7%) | (40.4%)           | (11.8%)            | (15.7%) |

A ranking in the order of personal importance, from among the people, facilities and content offering was asked of former UAEI students.

Table XXVIII

## Rank By Importance Of UAEI Resource

|            | N  | First         | Second        | Third        | Fourth       | Fifth        | Sixth        | Seventh      | Eighth      |
|------------|----|---------------|---------------|--------------|--------------|--------------|--------------|--------------|-------------|
| Staff      | 36 | 18<br>(50.0%) | 13<br>(36.1%) | 3<br>( 8.3%) | 1<br>( 2.8%) | -            | 1<br>( 2.8%) | -            | -           |
| Facilities | 39 | 14<br>(35.9%) | 11<br>(28.2%) | 3<br>( 7.7%) | 2<br>( 5.1%) | 6<br>(15.4%) | 2<br>( 5.1%) | 1<br>( 2.6%) | -           |
| Courses    | 31 | 12<br>(38.7%) | 14<br>(45.2%) | 3<br>( 9.7%) | -            | 1<br>( 3.2%) | 1<br>( 3.2%) | -            | -           |
| GED        | 40 | 16<br>(40.0%) | 18<br>(45.0%) | 3<br>( 7.5%) | 2<br>( 5.0%) | -            | -            | 1<br>( 2.5%) | -           |
| Fellowship | 32 | 4<br>(12.5%)  | 9<br>(28.1%)  | 6<br>(18.8%) | 3<br>( 9.4%) | 2<br>( 6.2%) | 5<br>(15.6%) | 3<br>( 9.4%) | -           |
| Counseling | 33 | 4<br>(12.1%)  | 12<br>(36.3%) | 9<br>(27.3%) | 4<br>(12.1%) | 2<br>( 6.1%) | 2<br>( 6.1%) | -            | -           |
| Textbooks  | 30 | 3<br>(10.0%)  | 13<br>(43.3%) | 5<br>(16.7%) | 4<br>(13.3%) | 2<br>( 6.7%) | 1<br>( 3.3%) | 2<br>(6.7%)  | -           |
| Others     | 15 | -             | 11<br>(73.3%) | 1<br>( 6.7%) | 1<br>( 6.7%) | 1<br>( 6.7%) | -            | -            | 1<br>(6.7%) |

In response to questions relating to extra curricula activities at UAEI the results were as shown in Table XXIX.

Table XXIX

## Other Activities Or Reasons For Being At UAEI

| Reasons                        | Yes           | No            |
|--------------------------------|---------------|---------------|
| Community Organization Meeting | 2<br>( 3.8%)  | 51<br>(96.2%) |
| Counseling                     | 4<br>( 7.8%)  | 47<br>(92.2%) |
| Tutoring                       | 10<br>(19.6%) | 41<br>(80.4%) |
| Testing                        | 15<br>(29.4%) | 36<br>(70.6%) |
| Social Events                  | 3<br>( 5.9%)  | 48<br>(94.1%) |
| Never Been There               | 15<br>(29.4%) | 36<br>(70.6%) |
| Other                          | 11<br>(21.6%) | 40<br>(78.4%) |

Former students of UAEI were asked what their personal goals at UAEI were. They responded thusly:

Table XXX

## Personal Goals Of UAEI Students

| Goals                     | Number | Percent |
|---------------------------|--------|---------|
| More education            | 34     | 59.6    |
| High school diploma (GED) | 38     | 69.1    |
| Job preparation           | 11     | 20.4    |
| Specific skill training   | 8      | 14.8    |
| Student fellowship        | 2      | 3.7     |
| Preparation for test      | 3      | 5.6     |



Responding to the question, "Did you reach your goals?" The answers were:

Table XXXI

## Frequency Of Those Who Reached Goals At UAEI

| Race          | Yes     | No      | Not Quite | Row Totals |
|---------------|---------|---------|-----------|------------|
| Black         | 15      | 26      | 1         | 42 (73.7%) |
| White         | 5       | 9       | 0         | 14 (24.6%) |
| Other         | 0       | 1       | 0         | 1 (1.7%)   |
| Column Totals | 20      | 36      | 1         |            |
| Percent       | (35.1%) | (63.2%) | (1.7%)    | (100.0%)   |

The final area of inquiry on the questionnaire was: "Have you any comments that you feel may be helpful in the evaluation of the Institute's efforts?" The following Table indicates the general areas into which the comments fell and the frequency.

Table XXXII

## UAEI Student Comments

| Category of Comments                  | Frequency of Mention |
|---------------------------------------|----------------------|
| Program generally                     | 30 (48.4%)           |
| Subject matter                        | 30 (48.4%)           |
| Facilities and material               | 31 (50.0%)           |
| Staff                                 | 31 (50.0%)           |
| Personal attainment                   | 31 (50.0%)           |
| Job training                          | 32 (51.6%)           |
| UAEI as a place to complete education | 33 (53.2%)           |
| Improvement of education generally    | 33 (53.2%)           |
| GED Test information                  | 34 (54.8%)           |
| Class size                            | 35 (56.5%)           |
| Other                                 | 38 (61.3%)           |

FINDINGS AND CONCLUSIONS

UAEI energies were centered in five basic areas:

1. Professional and Continuing Education
2. Adult Basic Education
3. Systems Analysis
4. Employment
5. Community Involvement

Respectively, the general objectives for each of the basic areas were:

1. To develop special training programs for administrators of adult education that would recognize, solve and prevent problems in adult education. Included would be an examination of specific professional problems relating to instructional programming, career growth, curriculum development and a broadening of professional understanding of adult education.
2. To involve undereducated and uneducated, unemployed urban residents of Metropolitan Detroit in a massive family-oriented education-tutorial program.
3. To systematize and organize research materials in order to provide consistent interpretation of data and assure validity and reliability in predictions and generalizations.
4. To test a variety of programs of permanent employment for undereducated adults, and to identify organizations that were involved in cooperative programs aimed at job training or job upgrading.
5. To develop and test a variety of programs and approaches to encourage the effective involvement of adults at all levels in local community, city, state and national affairs.

Conclusions Related to General Objectives

Objective 1.

To develop special training programs for administrators of adult education that would recognize, solve and prevent problems in adult education. Included would be an examination of specific professional problems relating to instructional programming, career growth, curriculum development and a broadening of professional understanding of adult education.

Since this aspect of UAEI was directed at the staff, little is available. There is considerable evidence that workshops and other training procedures were employed early in the UAEI project.

The indication from interviews, however, is that the training sessions on the UAEI site were short lived, but individual members of the staff involved themselves in self-improvement at the various local colleges and universities. There are cases where some of the instructional staff who began instructing with minimal credentials at UAEI garnered several years of college training and credit during that same period of time.

The instructional staff was deeply concerned about job security. This conclusion comes from the fact that there was over a one-hundred percent turnover during the time covered by this report. As members of the staff earned better credentials, they left this program for more stable occupations where there were opportunities for growth.

## Objective 2.

To involve undereducated and uneducated, unemployed urban residents of Metropolitan Detroit in a massive family oriented education tutorial program.

In a rating of "usefulness" on a seven point scale in Table XXIV, mathematics received a total of 88.5% very useful and useful ratings, consumer education 85 percent very useful and useful ratings. Home and family living gained 64 percent of the very useful and useful ratings. In Table XXVII 63 percent of the respondents stated that they were made aware of mathematics, 40 percent stated they were made aware of social studies, and 33 percent that they were made aware of consumer education, Table XXVIII. When asked to rank the people, facilities, and content offering of UAEI, 86 percent of the respondents gave the staff a rating of 1 or 2 on a 7 point scale with "1" as the highest rating; 85 percent gave GED a 1 or 2 and 84 percent rated the courses 1 or 2.

In Table XXX 69 percent of the respondents indicated that their goal in attending UAEI was the attainment of a high school diploma (GED) and 60 percent indicated the goal was obtaining more education. Table XXXI shows that 35 percent of the respondents felt they had attained their goals.

The program was moderately effective in attaining Objective 2.

## Objective 3.

To systematize and organize research materials in order to provide consistent interpretations of data and assure validity and reliability in predictions and generalizations.

Due to the time that elapsed between the termination of the project and the evaluation, and to the fact that personnel who might be informed about the systems analysis component of the project have left the project, it is not possible to assess the degree of attainment of this objective during the life of the original project.

Objective 4.

To test a variety of programs of permanent employment for undereducated adults, and to identify organizations that were involved in cooperative programs aimed at job training or job upgrading.

An inquiry in the UAEI questionnaire alluded to training for and leads to job opportunities at UAEI. Thirty-three percent of the 57 respondents indicated some awareness of job opportunities as a result of training or contacts at UAEI. The leads came from a variety of sources both formal and informal. Tables XX and XXI indicate that 59 percent of the respondents to the UAEI questionnaire felt that project activities gave little or no consideration to job training while 53 percent felt that UAEI activities had little or no effect on job upgrading. On the other hand the respondents in Table XXII were about equally divided in their opinion about job retraining opportunities resulting from UAEI experiences. Thirty percent stated that many opportunities resulted, while 36 percent stated that no opportunities resulted. The remaining 34 percent stated that "few" or "some" opportunities resulted from the point of view of the UAEI questionnaire respondents, the project was moderately successful in meeting the objective of training as far as upgrading the employment status of participants.

Objective 5.

To develop and test a variety of programs and approaches to encourage the effective involvement of adults at all levels in local community, city, state and national affairs.

Seventy-three percent of the respondents to the questionnaire indicated membership in some sort of social, political or community action group. Twenty-four percent indicated that they had held office in the organization at some time during the three year period 1967-1970. Seventy-two percent of the respondents indicated that they had been registered voters during the duration of the UAEI project.

Whether or not this was a direct result of participations in the UAEI project or for some other reason, the respondents were widely involved in public affairs, some of them in an intensive as well as an extensive way.

**BEST COPY AVAILABLE**

**APPENDIX**

UAEI Student Participants  
Questionnaire

BEST COPY AVAILABLE

1. Name (Optional) \_\_\_\_\_ 2. City in which you live \_\_\_\_\_
3. Sex: (0)\_\_\_ Male; (1)\_\_\_ Female
4. Race: (0)\_\_\_ Black; (1)\_\_\_ White; (2)\_\_\_ Other
5. Are you an American citizen? (0)\_\_\_ Yes; (1)\_\_\_ No  
a. (0)\_\_\_ Born; (1)\_\_\_ Naturalized
6. What is your marital status? (0)\_\_\_ Single; (1)\_\_\_ Married; (2)\_\_\_ Divorced;  
(3)\_\_\_ Separated; (4)\_\_\_ Widowed
7. Your age: (0)\_\_\_ 17-20; (1)\_\_\_ 21-25; (2)\_\_\_ 26-30; (3)\_\_\_ 31-40;  
(4)\_\_\_ 41-50; (5)\_\_\_ Over 50
8. Do you have any school age children? (0)\_\_\_ Yes; (1)\_\_\_ No;  
If so, how many? \_\_\_\_\_
9. From what person or source did you learn about the Urban Adult Education Institute?  
(0)\_\_\_ The newspaper; (1)\_\_\_ Radio or TV; (2)\_\_\_ A social agency  
(M.E.S.C., welfare, ADC, etc.); (3)\_\_\_ A friend; (4)\_\_\_ A student at UAEI;  
(5)\_\_\_ Other (Please specify) \_\_\_\_\_
10. When did you first enroll at UAEI? (0)\_\_\_ 1967; (1)\_\_\_ 1968; (2)\_\_\_ 1969;  
(3)\_\_\_ 1970
11. Which of the following comes closest to your reasons for coming to UAEI?  
(0)\_\_\_ Needed to learn reading, writing, arithmetic; (1)\_\_\_ Wanted to improve myself;  
(2)\_\_\_ Wanted to finish high school; (3)\_\_\_ Recommended by my worker;  
(4)\_\_\_ Needed more education to advance on my job; (5)\_\_\_ Needed more education to get a job;  
(6)\_\_\_ To take GED Test; (7)\_\_\_ Other (Please specify) \_\_\_\_\_
12. How many hours per day did you generally attend UAEI? (0)\_\_\_ One hour;  
(1)\_\_\_ Two hours; (2)\_\_\_ Three hours; (3)\_\_\_ Four hours; (4)\_\_\_ Five hours;  
(5)\_\_\_ Six hours



13. How many days per week did you attend UAEI? (0)\_\_\_ One day; (1)\_\_\_ Two days;  
(2)\_\_\_ Three days; (3)\_\_\_ Four days
14. Which day(s) were you most often at UAEI? \_\_\_\_\_
15. How long did you remain at UAEI? (0)\_\_\_ Less than one year; (1)\_\_\_ 1-2 years;  
(2)\_\_\_ 2-3 years
16. What was the highest grade of school you completed before enrolling at UAEI?  
Elementary--1, 2, 3, 4, 5, 6, 7, 8; High school--1, 2, 3, 4
17. Did you have any special training in any field? (0)\_\_\_ Yes; (1)\_\_\_ No  
If yes, what was that training? \_\_\_\_\_
18. Have you ever been employed? (0)\_\_\_ Yes, full time; (1)\_\_\_ Yes, part time;  
(2)\_\_\_ No
19. Were you employed when you enrolled at UAEI? (0)\_\_\_ Yes; (1)\_\_\_ No
20. What was your job? \_\_\_\_\_
21. If you have children, are you a member of their PTA? (0)\_\_\_ Yes; (1)\_\_\_ No
22. If yes, how long have you been a member? (0)\_\_\_ One year; (1)\_\_\_ Two years;  
(2)\_\_\_ Three years; (3)\_\_\_ Four years; (4)\_\_\_ More than four years
23. Which of the following are you a member? (0)\_\_\_ Block club; (1)\_\_\_ A lodge;  
(2)\_\_\_ A church; (3)\_\_\_ A booster club; (4)\_\_\_ None; (5)\_\_\_ Other organization  
(Please be specific) \_\_\_\_\_
24. How many years have you been a member of the organization(s) listed above?  
(0)\_\_\_ Years; (1)\_\_\_ Years; (2)\_\_\_ Years; (3)\_\_\_ Years; (5)\_\_\_ Years
25. Did you hold office in any of the above organizations? (0)\_\_\_ Yes; (1)\_\_\_ No  
If yes, what office? \_\_\_\_\_
26. If yes to above, when did you hold office? (0)\_\_\_ 67-68; (1)\_\_\_ 68-69;  
(2)\_\_\_ 69-70
27. Are you a registered voter? (0)\_\_\_ Yes; (1)\_\_\_ No  
If yes, for how long? (2)\_\_\_ 1-3 years; (3)\_\_\_ More than 3 years

BEST COPY AVAILABLE

28. How often do you participate in organized social activities, political activities, or community action activities (civil rights; home and neighborhood improvement activities, etc.)?  
(0)\_\_\_ Very often; (1)\_\_\_ Often; (2)\_\_\_ Sometimes; (3)\_\_\_ Rarely; (4)\_\_\_ Never
29. If you participate at all, check the activities you are most often involved:  
(0)\_\_\_ Social activities; (1)\_\_\_ Political activities; (2)\_\_\_ Community action programs
30. Have you held office in any of the groups you have served? (0)\_\_\_ Yes; (1)\_\_\_ No
31. Check any and all offices held from the following list: (0)\_\_\_ President; (1)\_\_\_ Vice President; (2)\_\_\_ Secretary; (3)\_\_\_ Treasurer; (4)\_\_\_ Business Manager; (5)\_\_\_ Chairman; (6)\_\_\_ Delegate; (7)\_\_\_ Other (Please specify)
- 
32. As a result of your training and contacts at UAEI, did you become aware of any job opportunities?  
(0)\_\_\_ Yes; (1)\_\_\_ No
33. If you did get some leads to job opportunities while at UAEI, from whom did you get the information?  
(0)\_\_\_ Teachers; (1)\_\_\_ Counselors; (2)\_\_\_ Administrators; (3)\_\_\_ Fellow student; (4)\_\_\_ Other (Please specify) \_\_\_\_\_
34. How much of what you did at UAEI could be considered job training?  
(0)\_\_\_ Very much; (1)\_\_\_ Much; (2)\_\_\_ Some; (3)\_\_\_ Little; (4)\_\_\_ None
35. If you were already employed, what effect did your activities at UAEI have on upgrading you on your job?  
(0)\_\_\_ Much effect; (1)\_\_\_ Some effect;  
(2)\_\_\_ Little effect; (3)\_\_\_ No effect
36. What best describes your opportunities for job retraining as a result of your experiences at UAEI?  
(0)\_\_\_ Many opportunities; (1)\_\_\_ Some opportunities;  
(2)\_\_\_ Few opportunities; (3)\_\_\_ No opportunities
37. What was your level of reading skill when you arrived at UAEI?  
(0)\_\_\_ 1st to 4th grade; (1)\_\_\_ 5th to 8th grade; (2)\_\_\_ 9th to 12th grade;  
(3)\_\_\_ Don't know

38. How much, in your opinion, did you improve in communication skills (writing and speaking) as a result of study and contacts at UAEI?
- (0)\_\_\_ Much improved; (1)\_\_\_ Somewhat improved; (2)\_\_\_ Little improvement;  
(3)\_\_\_ No improvement
39. Check from the following list, any other areas that UAEI made you aware of:
- (0)\_\_\_ Job skills; (1)\_\_\_ Citizenship activities; (2)\_\_\_ Consumer education (How to buy, cost of buying, installment buying, etc.); (3)\_\_\_ Mathematics; (4)\_\_\_ Social Studies; (5)\_\_\_ Home and Family Living; (6)\_\_\_ Others (Please list) \_\_\_\_\_
40. Please rate, (1, 2, 3, etc.) the experiences checked above, that you view as the most useful and important experiences:
- (0)\_\_\_ 0; (1)\_\_\_ 1; (2)\_\_\_ 2; (3)\_\_\_ 3; (4)\_\_\_ 4; (5)\_\_\_ 5; (6)\_\_\_ 6
41. In your opinion, how suitable were the facilities and equipment at UAEI?
- (0)\_\_\_ Most suitable; (1)\_\_\_ Suitable; (2)\_\_\_ Somewhat suitable; (3)\_\_\_ Not very suitable; (4)\_\_\_ Not suitable; (5)\_\_\_ No opinion
42. Did you have occasion to drive to UAEI while taking classes? (0)\_\_\_ Often; (1)\_\_\_ Sometimes; (2)\_\_\_ Rarely; (3)\_\_\_ Never
43. How often did you have occasion to eat lunch at UAEI? (0)\_\_\_ Often; (1)\_\_\_ Sometimes; (2)\_\_\_ Rarely; (3)\_\_\_ Never
44. Rank, if you can, (1, 2, 3, etc.) in their order of importance, those things personally most important to you at UAEI? (0)\_\_\_ The teachers and administrators; (1)\_\_\_ The facilities; (2)\_\_\_ The courses of study; (3)\_\_\_ The GED test preparation; (4)\_\_\_ The counseling; (5)\_\_\_ The student fellowship; (6)\_\_\_ The text books; (7)\_\_\_ Other (Please specify) \_\_\_\_\_
45. Are you a member of a community organization that has ever held its meetings at UAEI? (0)\_\_\_ Yes; (1)\_\_\_ No
46. If you have ever been in the UAEI building for anything other than a class, which of the following comes closest to your reason for being there?
- (0)\_\_\_ For counseling; (1)\_\_\_ For tutoring; (2)\_\_\_ For a test; (3)\_\_\_ For a social event; (4)\_\_\_ Never been there; (5)\_\_\_ Other (Please specify) \_\_\_\_\_

47. What were your personal goals at UAEI? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

48. Did you reach your goals? (0)\_\_\_\_ Yes; (1)\_\_\_\_ No

If yes, what were those goals? \_\_\_\_\_

49. Please make any comments about the UAEI program that you feel would help in this evaluation.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_